

EDUC 462
INSTRUCTIONAL MEDIA AND TECHNOLOGY
Dr. Kevin Pyatt

Instructor's Contact Information:

Office: Williamson 318B
Phone: 509-359-6091
Email: kpyatt@ewu.edu
Office Hours:
M, W, Tr (10-11 am);
M, T, (3-4 pm)
or by appointment

Course Information:

EDUC 462
Fall., 2009
TR, 1:00P – 4:00P
WLM 123
Weblogs:
informationinquiry.blogspot.com/
futurelearningnow.blogspot.com/
CourseWiki:
www.educ462.wikispaces.com

Course Description

This course is designed to empower teachers with the tools necessary to make informed decisions regarding the methods which are best used to create learner-centered instruction. Students will determine what defines an effective learning tool, where they can be found, how they can be created, and how to best use them to support the creation of learner-centered (21st Century) environments. Students will investigate the learning impact that media-rich and learn-by-doing environments have on memory and far-transfer of learning, and will also examine the learning impact that assistive technologies have on the learner. Students will explore the use of internet-associated learning tools (e.g., WebLogs, Wikis, RSS feeds, Podcasting/Screencasting, educational games); multimedia authoring tools; assessment tools (e.g., Hot Potatoes, WebAssign, and Student-tailored rubrics); and data-analysis tools in MS Excel. The Ethical underpinnings associated with Instructional media will also be discussed throughout the course, as will student-associated research in the area of Instructional Media & Technology.

Course Competencies

The student will:

- (1) Compare/contrast the learning paradigms of the Industrial-age and Information-age with respect to technology, learning tools, generational characteristics, and learner expectations and needs.
- (2) Describe today's student, 21st Century learning environments, and the requisite technologies which support them.
- (3) Determine what defines an effective learning tool, where they can be found, and how to best use them in creating learner-centered, 21st Century learning environments.
- (4) Investigate the learning impact that media-rich, interactive environments have on retention and far-transfer.
- (5) Demonstrate use of:
 - (a) Communication tools (asynchronous & synchronous) (e.g., Skype, Mozilla products)
 - (b) Internet & associated tools (e.g., Weblogs, Wikis, RSS, Podcasting, Screencasting)
 - (c) Authoring tools (e.g., Dreamweaver, Flash, Fireworks, Adobe Photoshop, Adobe Illustrator)
 - (d) Assessment tools (e.g., Hot Potatoes, WebAssign, Rubric Creation Tools)
 - (e) Productivity tools (e.g., word processing, hypermedia, multimedia, digital imaging, spreadsheets, web research)
- (6) Design and defend an educational unit that utilizes a variety of media and other resources to promote authentic student learning.
- (7) Explore the Ethical underpinnings associated with Instructional media & Technology.
- (8) Develop research strategies which can be used to follow, evaluate, adopt/reject and defend emerging learning technologies and promising instructional methods.

Prerequisites

Junior level standing. Washington State Patrol form submitted or permission of the instructor.

ISTE (International Society for Technology in Education) Standards (2007)**I. TECHNOLOGY OPERATIONS AND CONCEPTS**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

1. *Demonstrate introductory knowledge, skills, and understanding of concepts* related to technology (as described in the ISTE National Educational Technology Standards for Students).
2. *Demonstrate continual growth in technology knowledge and skills* to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

1. *Design developmentally appropriate learning opportunities* that apply technology-enhanced instructional strategies to support the diverse needs of learners.
2. *Apply current research* on teaching and learning with technology when planning learning environments and experiences.
3. *Identify and locate* technology resources and evaluate them for accuracy and suitability.
4. *Plan for the management* of technology resources within the context of learning activities.
5. *Plan strategies* to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

1. *Facilitate technology-enhanced experiences* that address content standards and student technology standards.
2. *Use technology to support learner-centered strategies* that address the diverse needs of students.
3. *Apply technology to develop students' higher-order skills and creativity.*
4. *Manage student learning activities* in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

1. *Apply technology in assessing student learning* of subject matter using a variety of assessment techniques.
2. *Use technology resources to collect and analyze data, interpret results, and communicate findings* to improve instructional practice and maximize student learning.
3. *Apply multiple methods of evaluation* to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

1. *Use technology resources to engage in ongoing professional development and life-long learning.*
2. *Continually evaluate and reflect on professional practice* to make informed decisions regarding the use of technology in support of student learning.
3. *Apply technology to increase productivity.*
4. *Use technology to communicate and collaborate* with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

1. *Model and teach legal and ethical practice related to technology use.*

2. *Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.*
3. *Identify and use technology resources that affirm diversity.*
4. *Promote a safe and healthy use of technology resources.*
5. *Facilitate equitable access to technology resources for all students.*

Required Texts

Oblinger, D., & Oblinger, J. L. (2005). Educating the net generation Available from
<http://bibpurl.oclc.org/web/9463>

NOTE: *The book "Educating the net generation" may be downloaded for **free** in pdf form @<http://bibpurl.oclc.org/web/9463> or purchased as paper-bound version from online vendor such as amazon.*

Prensky, M. (2006). *"Don't bother me Mom, I'm learning!" : how computer and video games are preparing your kids for twenty-first century success and how you can help!* (1st ed.). St. Paul, Minn.: Paragon House.

Richardson, W. (2009). *Blogs, wikis, podcasts, and other powerful web tools for classrooms* (2nd ed.). Thousand Oaks, Calif.: Corwin Press.

OR

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, Calif.: Corwin Press.

Recommended Texts & Materials

Williams, R. & Tollett, T. (2005). *The Non Designer's Web Book – an easy guide to creating, designing, and posting your own website*. 3rd ed. Berkeley, CA: Peachpit Press.

NOTE: *The 2nd ed. Of this book will also suffice.*

WebCam for use with online video conferencing.

Bibliography (see last page of syllabus)

Policies*Expectations*

This course requires weekly readings of material that are relevant to course discussions and projects. This course meets once weekly for three hours time. The class meets in the computer lab, and as such, much of the class time will involve students exploring various learning tools which they will use to create student-centered learning environments. It is expected that students attend and be prepared for each class session.

Assignments

Assignments should be submitted to your instructor in-class, or via email. If the assignment is submitted via email, you should expect a return email stating that the assignment has been received. If a receipt email is not received, then assume that the instructor did not get your assignment. Please do not post assignments to blackboard, as they will not be accepted.

Attendance

You are expected to attend ALL class sessions. Attendance is a regular part of your final grade. If you are unable to make a class session, you are expected to prepare a written statement and submit this to your instructor, prior to the absence. Also, following the absence, you are expected to interview a classmate and prepare a written 1page summary of what was missed from the face-to-face session.

Due Dates

¹At the beginning of the course an assignment schedule will be posted in the course room. ²This schedule will have the due dates for all assignments for the entire quarter. ³The due dates for these assignments are fixed. ⁴The due dates will not change unless the instructor changes them in advance and notifies students of any deviation from the originally posted schedule. ⁵**NO LATE WORK WILL BE ACCEPTED.** ⁶If a student has an emergency or illness (vacations excluded) that causes the student to miss an assignment, the student is required to submit a written note to the instructor describing the situation; why the assignment was missed, which assignment(s) were missed, and when they plan to submit the missing work (i.e., specific date, day and time) when assignment will be made-up. ⁷If a student has a non-emergency, (e.g., sporting event, recital, wedding, competition, or other similar activity) that causes the student to miss an assignment, the student **MUST** complete the assignment prior to the regularly scheduled due date. ⁸Extensions/Late work will not be accepted.

Grading Scale

Eastern Washington University's 4pt. grade system is used in this course. To calculate your grade in this course, simply multiply your grade percent by 4.

Academic Integrity

It is expected that all students follow Eastern Washington University's Academic Integrity Policy. For review of this policy visit: <http://www.ewu.edu/x4319.xml>

Professional Deportment

At the beginning of the course, students will be presented with the Education Department's Professional Deportment form. This form describes the professional dispositions that all students are held to and expected to engage in on a continual basis. Students are to sign the professional deportment form, and abide by its terms. Any deviation from these dispositions will result in a documented incident report that will be filled out by the instructor, along with a face-to-face meeting. Continued disregard for the dispositions (more than one instance), may result in failure in the course.

Students with disabilities

Americans with Disabilities Act Compliance. Any student who may need an accommodation due to a disability should make an appointment to see me as soon as possible. A memo from the Eastern Washington University Disability Support Services Office authorizing your accommodations will be needed. For more information, contact EWU Disability Support at (509) 359-6871 or <http://www.ewu.edu/x2336.xml>.

Student Web Space

For those of you who will be creating a course-specific website you have the option of using the dedicated webspace which is provided to you via your tech. fee. To find out more about accessing the student webspace go to <http://techfee.ewu.edu/websites/>.

Learning Philosophy

This course attempts to model skills and attitudes from the field of instructional design as they relate to instructional training, and educational environments. As such, there are two central strands by which learners' projects/assignments are evaluated: Performance and Completion. All of the assignments in this course are evaluated strictly in terms of the competencies for the assignment, and the degree to which these competencies have been met. The assignments involve extensive thought, research, evaluation, synthesis and application as you attempt to prepare solid work that is relevant and usable to within your professional context. Be sure to submit assignments as described in the syllabus and in the evaluation rubrics. If there are particular elements of an assignment that did not meet or achieve a given competency, then the learner may revise this aspect of the assignment (except for the final project). You have 1 week to resubmit work, and in the revised submission, include an attached point-by-point description of the changes that were made and how the competency (in your view) has been met. The points assessed on the second revision will be 90% of the total points available for the original submission. For example: If you submitted an assignment that had a 10 pt value, and there were competencies of this assignment that were not met, (say you got 6/10), then you can resubmit the assignment with appropriate revisions. If you addressed the competencies which were under question in the original submission, then your final "performance" would be $(.90 * 10/10) = 9/10$. The rationale for such an evaluation is that- performance matters- and is dependent on, not only the degree to which the competencies are met, but also the span of time necessary to meet the competencies. This system allows learners to continue to improve on the competencies of a given assignment.

Assignments

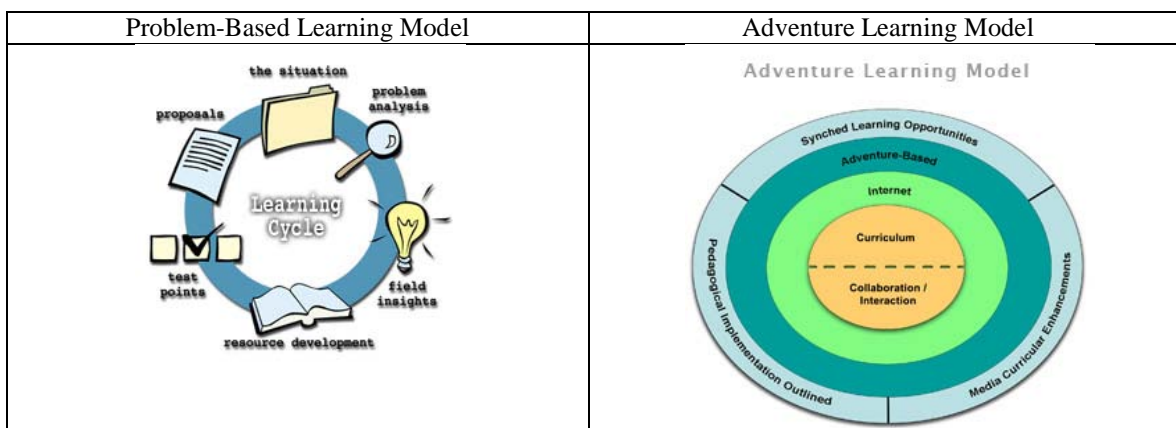
Assignment	Weight (%)	Course Competency	Due Date
i.Learning Model Comparative Article	5%	1, 4	Week 3 (10/08/09)
ii.Instructional Plan (Draft)		4	Week 4 (10/15/09)
iii."MyBlog"		5,6	Week 5 (10/22/09)
iv."Permission to Blog" Letter		5,6	Week 5
v.Midterm Exam	15%	1-8	Week 5
vi.Instructional Plan	5%	6	Week 6 (10/29/09)
vii.Technology ToolBox Critique	10%	3,5,7	Week 7 (11/07/09)
viii.Video Game Critique	5%	4,7,8	Week 8 (11/12/09)
ix.Learning Space Progress Report (Presentation Dojo)		2,3	Week 9 (11/19/09)
x.Major Project – Learning space	30%	1-8	Week 10 (12/03/09)
xi.Lessons Learned	5%	1-8	FINALS (12/10/09)
xii.Final Presentation (Presentation Dojo)	5%	1-8	FINALS
xiii.Discussion Questions	5%	1-8	Wks. 1-10
xiv.Final Exam	15%	1-8	FINALS

I. Learning Model Comparative Article DUE Session 3

1. Research two constructivist learning models (one of which will be the model you most likely will adopt for the design of your learning space):

*(Action Research; Activity Theory; Anchored Instruction; Andragogy; Cognitive Apprenticeship; Cognitive Flexibility Theory; Generative Learning; Computer Supported Collaborative Learning (CSCL); Computer Supported Intentional Learning Environments (CSILE); Conversation Theory; Discovery Learning; Inquiry Teaching; Interpretation Construction (ICON); Mind Tools; The Minimalist Model; Maria Montessori; Problem-Based Learning (PBL); The Project Method; Play; Role Play; Roger Schank Case-Based Reasoning; Schema Theory; Situated Cognition; Observational (Social) Learning Theory; Structural Knowledge) visit http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html for more background, details and descriptions on these models.

2. Obtain or create a graphic (*see below example*) for each of the models you have selected, which depicts the stages of the “model”.



3. Prepare a comparative chart, table, or spreadsheet (*see below example*) describing how each environment supports/does not support the creation of a learner-centered (constructivist) learning environment.

Sample Comparison Criteria	Model 1	Model 2
Relative “student-centeredness”		
Assessment		
21 st Century Fluencies		
Ease of Use		

4. Prepare a well articulated and well organized 1000-1500 word comparative “article”. In your article, be sure to include a lesson or module example that corresponds to each learning model you are comparing. The article will be evaluated using the “Writing as Critical Thinking Evaluation”. You may work in small teams for this assignment. If you work in teams, it is recommended that you have a project manager or team leader who delegates and organizes the project. Post article to class wikispace @ <http://ed462.wikispaces.com/>.
5. Make a short presentation to classmates regarding the model you selected. Please be sure to bring a graphic of your model to share.

II. Instructional Plan (to be included in Final Project) – see full description in item V (below)**III. MyBlog Assignment (to be included in Final Project)**

Create a blog that can be used as a learning tool (e.g., collaborative space, e-portfolio, online filing cabinet, class portal, knowledge management and articulation, school website, other). Upload this blog, publish, share and link to other bloggers in the course.

IV. Permission to Blog Letter (to be included in Final Project)

Create a permission letter that informs parents and students about a weblog which will be used in your classroom. State the behavior expectations which students will be help to when utilizing this tool in your classroom and out. You may adopt the version found in the Richardson text so long as it is cited.

V. Midterm Exam

VI. Instructional/Final Project Plan

1. Instructional Plan (Draft) **DUE Session 4**
2. Instructional Plan (Final Draft) **(20%) DUE Session 6**

Prepare an instructional plan for the unit of instruction which you are creating for the Final Project. In accomplishing this task, include evidence of the following:

Sequencing & “Chunking” of Educational Material

- A. *Graphic* of major components of learning model used (What process did you follow to design your unit? Could this graphic assist you in explaining the design process used?)
- B. *Curriculum map* (How should students navigate your learning environment?)
This map should be a relational organization of themes and subsequent elements that are essential to the instructional environment which you created. The map should be generated using Inspiration or a similar tool. The map can be hierarchical or “web”-like. Choose an organization which makes most sense to you.
- C. *Lesson Outline and/or Graphic* (How is the content related to the learning strategies and methods employed in your instructional environment?)
- D. *Essential elements*: (title, grade level, content area, goals, activities and timeline, content standards, 21st Century skills, tech standards, evaluation details, resources.)

VII. Technology ToolBox Critique DUE Session 10

The technology toolbox critique will represent your reflections, evaluation and application of the web 2.0 tools which you explore throughout this course. The first week, the class will develop a critique which will be used to evaluate each of the tools you explore during this course. We will investigate over 60 emergent instructional technologies. Your role will be to explore these tools and see if they are congruent or supportive of the instructional environment you have described. Each week you will critique the tools that we used in class. Your critique will be submitted as part of your lessons learned assignment. (see below table of Web 2.0 Tools).

VIII. Video Game Critique DUE Session 8

Select a video game (Mac or PC) which the students that you teach might play (*for a list of games see www.gamesparentsteachers.com*). Play it, win it, share it! Speculate on the potential learning involved and how it could/should be used in the classroom. Use (Rice, 2007) evaluation rubric to assess the higher-order thinking involved in playing the game. Consult ("National Standards," 2009) to make recommendations about how the game might be aligned to national standards. Take advantage of free downloads, or you can obtain “used” games for reasonable price. If price is an issue please see me. You will make a short (10-15 minute) presentation regarding your outcomes and experiences. Before your presentation, you will need to have “loaded” your game on one/many of the lab machines. Your presentation will be evaluated using the Presentation Rubric.

IX. Learning Space Progress Report DUE Session 9

Prepare a 3-5 minute presentation which describes a learning strategy used within the instructional unit which you designed. This description should encompass what you have learned with respect to the “Net” generation, 21st

Century learning environments, and the tools and conjunctional methods which can be used to create learner-centered instruction. Also included should be references to the learning strategy you have employed in terms of why this strategy might be effective. This presentation will be evaluated using the [Oral Presentation Rubric](#).

X. **Final Project: Online Learning Space DUE Session 10**

Create a multi-page website, Weblog, or other instructor-approved environment where students, teachers, and/or parents can go to learn something that you would teach in your class. Your learning space should encapsulate a motivating learning activity, unit, or lesson, and should be grounded on an existing constructivist model of learning. In creating this space, you must demonstrate that you have centered the instruction on an established *constructivist instructional learning model* (see p. 6) to create a learner-centered environment, whereby a specific unit and associated lessons are taught. You must also demonstrate that you have acquired skills in utilizing multimedia and internet-related authoring, editing, assessment, communication, research, and collaboration tools. The instructional unit must employ the use of learner-centered methods and strategies such as inquiry, case-based learning, problem-based learning and discovery learning. Potential learner-centered strategies which can be incorporated into your website might be games/simulations, webquests, case-studies, etc... This project will be completed by week 10 of class. You have the option to work in teams on this activity so long as the instructional environment created is specific to a course which you might teach and meets the aforementioned criteria. You are free to link to as many “canned” applications that you deem necessary in accomplishing this task. Your environment will be evaluated on week 10 by your peers using the evaluation you created previously. You will then make changes/improvements to your environment and will present your finished product to the class on the last day of class (Finals). For examples of previous learning spaces from EDUC 462 students go to www.futurelearningnow.blogspot.com.

Learning Space Elements	Details
Web 2.0 Tools – include 80% (10/13) of the following Web 2.0 Tools in the creation of your learning space.	Blogging, Wikis, Aggregators, Advanced Searching, WebStart, Mapping, Online Project Management, Assessment, Presentation Tools, WebBased/Creative Writing, Video, Photo and Drawing, Social Bookmarking
Constructivist Learning Model	There is a clear description present in the learning space which explains: <ol style="list-style-type: none"> 1. the learning model used 2. a graphic of this learning model 3. the rationale for its use 4. a link to the learning model article 5. links to other examples of how the learning model has been used elsewhere
Unit/Lesson/Activity	Learners have creative license here...(motivating, engaging, open-ended)
Assessment	Assessments within the learning space: <ol style="list-style-type: none"> 1. measure <i>cognitive domain</i> elements (e.g., evaluation, synthesis, analysis, application, comprehension, knowledge) described by Bloom’s taxonomy (preferably Bloom’s revised taxonomy). 2. measure <i>21st century fluencies</i>. 3. take on <i>multiple forms</i> (e.g., formative, summative). 4. employ <i>multiple ways</i> for students to demonstrate mastery (e.g., Gardner’s multiple intelligences).

21st Century Fluencies	<p>Evidence that learners are given opportunities to engage/demonstrate <u>21st century fluencies</u>:</p> <ol style="list-style-type: none"> 1. Demonstrate initiative by critically assessing problems & implementing creative solutions 2. Behave cooperatively as a member of a team 3. Read for information & application 4. Calculate & measure for information and application 5. Behave in a responsible manner without supervision 6. Communicate verbally & in writing to evoke clear understanding 7. Seek excellence in individual & group activities 8. Locate & manage resources for problem solving
Online Safety Statement	<ol style="list-style-type: none"> 1. A statement with supporting references, links and/or resources of how student's are expected to use online resources. 2. MyBlog letter
Copyright Statement	A statement with supporting references, links and/or resources of how student's are expected to treat, use, share, and give credit to online materials and media.
Learning Space Survey	<p>Your learning space will be evaluated using an evaluation that you adopt or create and make available and visible in your learning space. One instrument to consider is the Constructivist Learning Environment Inventory (CLEI) (Kim, Taylor & Fraser, 1999), which measures how learner-centered a particular learning environment is. You have the option to use a different evaluation instrument so long as it is based on an established instrument, or, you may develop your own tool so long as it is instructor-approved. To use the CLES instrument, go to http://surveylearning.moodle.com. Register your course and select a CLES instrument. Post the URL for your course-specific CLES to your website or weblog. Invite classmates and others to view your site and evaluate it using the CLES. Analyze the evaluation data using the tools provided at http://surveylearning.moodle.com and describe changes to your instructional environment which could be made. Download and Print-out the analysis of your site evaluation. Submit the Print-out on Week 12 and write a 1-page <u>Lessons Learned</u> paper. Share your findings with class on week 12.</p>

XI. Lessons Learned

- a. Prepare a 1-2 page reflection of lessons learned in this class.

XII. Final Presentation (Presentation DOJO)

- a. Prepare a 1 page advertisement of your presentation which will be given during the final day of class (FINALS). Submit the advertisement on week 10. Refer to (Dominus, 2002; Fowler, 2004) for tips and pointer on presenting your work.

XIII. Discussion Questions

- a. Prepare a 1 page response to the discussion questions listed on the following pages of the syllabus (submit during class).

XIV. Final Exam

Web 2.0 – New Tools –

throughout the course you are going to explore the below Web 2.0 tools. From each of the categories 4-16, select one or more tools to use as part of your final project. Also, critique one tool from each of (1-16) categories according to the criteria created by your class. The critiques will be part of your lessons learned assignment.

1. Aggregators Wk 1
 - 1.1. RSS Feeds
 - 1.1.1. Wizz RSS
 - 1.1.2. Google Reader
 - 1.1.3. Bloglines
2. Social Bookmarking Wk 2
 - 2.1. Simpy
 - 2.2. Furl
 - 2.3. Del.icio.us
 - 2.4. Blinklist
 - 2.5. Backflip
3. Search Tools Wk 2
 - 3.1. Technorati
 - 3.2. Squidoo
 - 3.3. Rollyo
 - 3.4. Grokker
 - 3.5. Google Notebook
4. Webstart Wk 2
 - 4.1. Protopage
 - 4.2. PageFlakes
 - 4.3. NetVibes
 - 4.4. Google Personalized Homepage
5. Weblogs (Bloggng) Wk 3
 - 5.1. Gaggle Blogs
 - 5.2. Edublogs
 - 5.3. Drupal
 - 5.4. Class Blogmeister
 - 5.5. Blogger
6. Wikis Wk 3
 - 6.1. Wikispaces
 - 6.2. PbWiki
 - 6.3. jotspot
7. Web-based Word Processing Wk 4
 - 7.1. Zoho Writer
 - 7.2. Writeboard
 - 7.3. Google Docs & Spreadsheets
 - 7.4. Ajaxwrite
8. Creative Writing Wk 4
 - 8.1. Glypho
 - 8.2. FanFiction.Net
9. Web-based Spreadsheets Wk 4
 - 9.1. Zoho Sheet
 - 9.2. Num Sum
 - 9.3. Numbler
 - 9.4. Google Docs & Spreadsheets
10. Assessment, Surveys, Polls Wk 5
 - 10.1. Rubistar
 - 10.2. Surveymonkey
 - 10.3. HotPotatoes
 - 10.4. Zoho Polls
11. Podcasting & Screencasting Wk 6
 - 11.1. Powergramo

- 11.2. Audacity
- 11.3. IndiePodder
- 11.4. iTunes
- 11.5. Wikipedia Commons
- 11.6. Audacity
- 12. Video Wk 7
 - 12.1. YouTube
 - 12.2. MovieMaker
 - 12.3. Video Furnace
 - 12.4. VideoEgg
 - 12.5. EyeSpot
- 13. Photo and Drawing Wk 7
 - 13.1. Tux Paint
 - 13.2. Picasa
 - 13.3. MS Photo Story 3
 - 13.4. iPhoto
 - 13.5. Google SketchUp
 - 13.6. GIMP
- 14. File Sharing Wk ???
 - 14.1. Xdrive
 - 14.2. Openomy
 - 14.3. Google Docs & Spreadsheets
 - 14.4. Glide Personal
 - 14.5. Allmydata
- 15. Webquests and Games Wk 8
- 16. Presentation Tools Wk ???
 - 16.1. Zoho Show
 - 16.2. Thumbstacks.com
 - 16.3. SlideShare
 - 16.4. MS Photo Story 3

COURSE SCHEDULE (TENTATIVE)

Wk.	DATE	TOPIC	TOOLS	READINGS/ASSIGNMENTS & DISCUSSIONS
1	4/01/09	Learning Paradigms: Industrial-age vs. Information-age (Today's Student & 21 st Century Learning/Teaching)	Aggregators: RSS feeds, Mozilla Suite, Skype	A. (Oblinger & Oblinger, 2005) Ch(s). 1, 2, 3, 4 B. (Richardson, 2009) Ch(s). 1, 5 C. (Prensky, 2006) Ch(s). 1-3
2	4/08/09	Tools vs. Methods; Learning Theory & Instructional Tech.	Social Bookmarking, Search Tools, WebStart	A. (Oblinger & Oblinger, 2005) Ch(s). 5, 6, 7, 8 B. (Prensky, 2006) Ch(s). 4-6; C. (Prensky, 2001) <i>Article</i> D. (Pyatt, 2009) <i>Article</i> E. (Pyatt, 2008) <i>Article</i>
3	4/15/09	Instructional Hardware and Software	Weblogs and Wikis	A. (Richardson, 2009) Ch(s). 2, 3, 4, 7 DUE: Instructional Design Comparative Essay
4	4/22/09	The Internet and Associated Instructional Tools	Web-based Word Processing & Spreadsheets, Creative Writing	DUE: Project Plan (Draft)
5	4/29/09	Assessment Tools	Assessment, Surveys, Polls	A. (Kim & Fisher, 1999) DUE: "Permission to Blog" Letter, and "My Blog"
6	5/06/09	Learner-centered Methodologies	CamStudio, Audacity, Podcasting, Screencasting	Richardson Ch. 8 Prensky Ch(s). 7-11 DUE: Project Plan (Final Draft)
7	5/13/09	Learner-centered instructional environments	Video, Photo, and Drawing	Prensky Ch(s). 12-18
8	5/20/09	Ethics & Research; Virtual Learning Environments	Webquests, Games, MUDs, SecondLife????	Prensky Ch(s). 19-22 DUE: Video Game Critique
9	5/27/09	Creating Learner-centered Instruction	Copyright	Prensky Ch(s). 23-27 (Kelly, 2008) DUE: Project Synopsis
10	6/03/09	Evaluating Learner-centered Instruction	Constructivist Learning Environment Inventory (CLEI)	<i>See references: 1, 2, 3</i> DUE: Major Project
11	6/10/09	FINALS		DUE: Lessons Learned Paper & Final Presentation

Discussion Questions to accompany the weekly readings.

Submit a 1 page or less summary of the discussion questions beginning on week 2.

To accompany the following readings: (Oblinger & Oblinger, 2005; Prensky, 2001; Richardson, 2009)

Discussion Question 1.1 (Due Week 2)

What is meant by a learning tool. Can you describe a learning tool which you use? What characterizes a learning tool and how is technology related to learning tools?

Discussion Question 1.2 (Due Week 2)

What is meant by “User Extensibility”, and how does this phenomenon affect learning environments of today? What should teachers know about user extensibility?

Discussion Question 1.3 (Due Week 2)

How might one’s generational characteristics impact one’s perception of video games? What are the obvious benefits of video games, and what are the legitimate concerns? What should teachers should be aware of?

To accompany the following readings: (Oblinger & Oblinger, 2005; Prensky, 2001, 2006; Pyatt, 2009)

Discussion Question 2.1 (Due Week 3)

What does a 21st Century classroom look like? What characteristics would be necessary in such an environment and why?

Discussion Question 2.2 (Due Week 3)

What can be said about the nature of the video game and how it can be used as a learning tool?

Discussion Question 2.3 (Due Week 3)

Prensky speaks of a digital native and a digital immigrant. What can be said about learning and thinking and the digital native?

To accompany the following readings: (Richardson, 2009)

Discussion Question 3.1 (Due Week 4)

What are your thoughts regarding the following statement:

“It’s the World Wide Web, he said.” “What’s it do, I asked.” “I don’t know, he said, it’s not finished yet.”

To accompany the following readings: (Richardson, 2009)

Discussion Question 4.1 (Due Week 5)

Are Weblogs (Blogs) just another technology that will come and pass? What are the pedagogical applications of weblogs – how can they be used in your classroom. Give us examples.

Discussion Question 4.2 (Due Week 5)

Wikipedia or “The Wiki” has gained in popularity as a source of information for almost anything imaginable. Our students frequent the wiki and will even cite it for research. What can be said about the validity of information in the wiki? Is it a legitimate source of information?

To accompany the following readings:

Discussion Question 5.1 (Due Week 6)

Formative assessment and summative assessment are two categories of assessment which can be used to evaluate student learning. Formative assessment is on-going while summative is intermittent. Each form has its place in instruction. Instructional models will typically have formative assessment, summative assessment, or both within the design model. Describe the formative and summative assessments which you will use to evaluate the learning that occurs from your instructional unit. How can your instructional environment use assessment information to assist and guide instruction of the learner?

Discussion Question 6.1 (Due Week 7)

Podcasting is nothing more than audio of some event or activity that has been placed on the internet for access by others. So what is the big deal? Haven’t we had the ability to capture audio and broadcast it for over 50 years? Please respond.

Discussion Question 7.1 (Due Week 8)

What are the characteristics of computer “video” games of today and how are they different than games of 20 years ago?



EASTERN
WASHINGTON UNIVERSITY

Department of Education

The education faculty is committed to preparing you to enter the teaching profession. While our course work focuses on content information and instructional methodology, we are aware that successful teaching requires more than just academic knowledge.

You are preparing to enter a profession - one that requires the highest norms of conduct. Young people will often emulate the beliefs and behaviors of their teachers who spend a large part of the day with them. One measure of your potential as an educator is your professional deportment. This means:

- participating actively and enthusiastically in your learning;
- demonstrating punctuality: coming to class on time and staying for the entire class;
- demonstrating a positive attitude of commitment and professionalism toward the goal of becoming an effective teacher: completing work on time, coming to class prepared, and seeking help when needed;
- being flexible and receptive toward new ideas and differing opinions. You should expect to be stretched in your thinking;
- engaging in reflective and higher level thinking. This means thinking about what you are learning by making connections between what you know and have experienced as a learner and what you are learning in your course work and field placements. You must consistently consider how current course information connects to previously learned material and how it applies to classroom students;
- demonstrating proficiency in oral communication, reading and writing;
- responding positively to feedback and following through with corrective action;
- refraining from disruptive behavior during class (talking when others are speaking, popping gum, using cell phones, etc.);
- treating peers and instructors with respect and courtesy;
- working collaboratively with peers and instructors;
- demonstrating appropriate grooming, e.g., cleanliness;
- interacting with others in a socially appropriate manner.

The Professional Department Assessment Tool is a pro-active, communication instrument that may be used to guide pre-service teachers' growth as professionals. If an issue of professional deportment arises, the education faculty will note the concern on the form. A conference will be scheduled with the professor and the student to discuss the problem, and to make plans for addressing or solving the problem. Both the instructor and the student will sign the conference notes.

At the end of the quarter, the instructor will indicate on the student's form whether or not the problem has been addressed positively and corrected. If so, the form will return to the student's file.

If the problem has not been satisfactorily addressed, the instructor will notify the undergraduate director, and another conference will be scheduled for further action.

I have read the Professional Department form and understand its use and purpose in the Department of Education.

Student Signature

Date

Print Name

Syllabus and Course Agreement (sign the below form and submit a copy to your instructor)

I have read and understand the expectations of the course and the details of the assignments.

Student Name (Print)

Student Signature (Sign) Date (mm/dd/yy)

Bibliography:

- Dominus, M. J. (2002). Conference Presentation Judo. Retrieved from <http://perl.plover.com/yak/presentation/samples/slide001.html>
- Fowler, M. (2004). Give Lightning Talks. *perl.com: The Source for Perl*. Retrieved from <http://www.perl.com/pub/a/2004/07/30/lightningtalk.html>
- Kelly, K. (2008, February). Better Than Free. http://www.edge.org/3rd_culture/kelly08/kelly08_index.html.
- Kim, H.-B., & Fisher, D. L. (1999). Assessment and Investigation of Constructivist Science Learning Environments. *Research in Science & Technological Education*, 17(2), 239.
- National Standards (2009). Retrieved March 22nd, 2009, from <http://www.education-world.com/standards/national/index.shtml>
- Oblinger, D., & Oblinger, J. L. (2005). Educating the net generation Available from <http://bibpurl.oclc.org/web/9463>
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon MCB University Press*, 9(5), 6.
- Prensky, M. (2006). *"Don't bother me Mom, I'm learning!" : how computer and video games are preparing your kids for twenty-first century success and how you can help!* (1st ed.). St. Paul, Minn.: Paragon House.
- Pyatt, K. (2008). When Immigrants Design for Natives. *INLAND*, 27(2).
- Pyatt, K. (2009). Tips on Using Technology to Enhance a Principal's Performance. In P. Robbins & H. Alvy (Eds.), *The Principal's Companion: Strategies for Making the Job Easier* (3rd ed., pp. 165-172). Thousand Oaks, CA: Corwin Press.
- Rice, J. (2007). Assessing Higher Order Thinking in Video Games. *Journal of Technology and Teacher Education*, 15(1), 87-100.
- Richardson, W. (2009). *Blogs, wikis, podcasts, and other powerful web tools for classrooms* (2nd ed.). Thousand Oaks, Calif.: Corwin Press.